**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT INTRODUCTION**

**LESSON C: VOCABULARY**

**DESCRIBING PEOPLE**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Get some more knowledge to talk about adjectives to describe hair

**- Vocabulary:** wavy, curly, fair, trousers, waistcoat

**2. Ability:**

- main skills: writing and speaking

- Using adjectives to describe hair

- Ask and answer about people’s appearance

**3. Quality:**

- have positive attitude in English language learning so that they can participate enthusiastically in all classroom activities, especially with the topic conducted by the teacher

- know how to describe people’s appearance, especially hair by using adjectives

**II. TEACHER AIDS AND LEARNING MATERIALS:**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV. Speakers, IWB software.

**III. PROCEDURES:**

**A. Warm-up (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Warm-up game

**c) Outcomes:** Students can gain more confidence and interest in the lesson

**d) Competence:** communication, guessing, collaboration

**e) Organisation of the activity:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **Warm-up** T-Ss- T/ Ss – Ss  Game “GUESSING NAMES” **(5’)**   * Tells students what they need to * Tells students that they have to answer three questions * First, match name with the character * Second, guess names of the actors or actresses * Third, which films do the actors or actresses appear in * Shows the answers on the screen | * Listen to the teacher carefully * Look at the three questions on the screen * Work in groups and find out the answers of the questions * Write down the answers |  |

**B. New lesson (35’)**

* **Activity 1: Vocabulary (8’)**

**a) Objective:** Ss know more words about adjectives to describe hair

**b) Content:**

**Vocabulary:** wavy, curly, fair, trousers, waistcoat

**Listening**

**c) Outcomes:** Ss know how to pronounce the new words precisely and use them in appropriate contexts.

**d) Competence:** communication, drilling

**e) Organisation of the activity:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T -Ss- T/ Ss- Ss/ Individual  Set context:   * Call out some students to answer the question: “What is your favourite outfit? “What are you wearing today?” * Teach new vocabulary: * Use pictures and explanation to present new words. * Have students practice their pronunciation drills.   New words:  wavy (a)  curly (a)  fair (a) picture +  trousers (n) meaning  waistcoat (n)  medium-length (a)  moustache (n) | * Some students will answer the question. * Listen to the teacher. * Look, listen, and repeat in chorus and individuals | **Question:**   1. Who is your favourite characters? 2. Why do you admire them? 3. Can you describe them?   **New words:** |

* **Activity 2 Practice (22’)**

**a) Objective:** Ss can answer the questions to critical thinking, and they can also finish the tasks in the textbook. Critical thinking skills (guessing/ reasoning) and communication can also be practiced.

**b) Content:** Students answer questions, classify words, choose the correct answer, read and complete, listen and match.

**c) Outcomes:** Ss read and listen, and they can apply the useful language in everyday listening and speaking.

**d) Competence:** collaboration, guessing, matching, communication

**e) Organisation of the activity:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE.** T-Ss- T/ S – S/ Indiv.  **Activity 2 (4’)** Match the sentence beginnings (1-4) with the endings (a-d). Then match the descriptions with four of the characters in exercise 1.   * Asks students to work in pairs * Asks questions to check if students know how to do the exercise * Shows the correct answers   **Activity 3 (3’)** VOCABULARY. Add the adjectives below to the table. Note the order of the adjectives.   * Asks students to work in groups * Explains the exercise to students * Shows students the correct answers   **Activity 4 (4’)** Work in pairs. How many different items of clothing can you write down? Include all the ones in exercise 2. Put them into groups A and B below.   * Asks students to work in pairs * Explains the exercise to the students * Shows students the correct answers * Asks students to provide more items of clothing that they know   **Activity 5 (6’)** In your notebook, write a description of some of your classmates.   * Asks students to do the activity 5 in pairs * Goes around the class and monitors, helping with vocabulary where necessary * Elicits answers from students * Provides suggested answers | * Work in pairs * Do the exercise * Check the answers with the teacher * Write down the correct answers * Work in groups * Listen to the teacher’s explanations * Check the answers with the teacher * Write down the correct answers * Work in pairs * Listen to the teacher’s explanations * Check the answers with the teacher * Write down the correct answers * Provide more items of clothing * Do the activity 5 in pairs * Ask teachers about the activity and vocabulary if needed * Check answer with the teacher | ***Answers:***    ***Answers:***    **Suggested answers:**    ***Possible answers:*** |

* **Activity 3: Outcomes (5’)**

**a) Objective:** Ss can answer the question to describe people’s appearance in some situations. Communication is also be practiced.

**b) Content:** Students work in pairs, speak and discuss

**c) Outcomes:** Ss speak and listen mutually, they can new words they have learnt in their conversation.

**d) Competence:** Collaboration, communication

**e) Organisation of the activity:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT.** S – S/ T – Ss  **Activity 6 (5’)** SPEAKING. Tell your partner what clothes you usually wear when:   * Asks students to work in pairs * Goes around to help students when needed | * Work in pairs * Take turns to ask and answer. * Ask teacher for helps if needed * Some can volunteer to present their ideas. | **Questions:** |

**C. Consolidation (3’)**

**a) Vocabulary:** wavy, curly, fair, trousers, waistcoat

**b) Talking about people’s appearance especially people’s hair**

**D. Homework (2’)**

- Learn by heart the vocabulary about people’s appearance

- Practice asking and answering about people’s appearance on specific occasions

- Do exercise in the workbook

- Prepare: Unit 0: Introduction – D-Grammar (page 7 – SB)